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IN THIS ISSUE: "The Value of Music in Schools," page 268;
"When You See, You Know," page 272.

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR SEPTEMBER 26, 1927

EDITORIALS:—
Engine and Caboose 263
California Winnings 264
Commissioner Elliott of New Jersey 264

WHEN BABE RUTH GOES TO THE BAT 265
By A. E. Winship

SOME CHARACTERISTICS OF A JUNIOR HIGH SCHOOL 266
By George C. Bush

BELDING'S PAGE 267

THE VALUE OF MUSIC IN THE SCHOOLS 268
By Estelle Carpenter

SCULPTURES FOR THE PEOPLE 271
By A. E. Winship

WHEN YOU SEE, YOU KNOW 272
By Laurence R. Campbell

THE FUNCTION OF MUSIC IN EDUCATION 274
By Arthur Edgar French

A STANDARD ELEMENTARY SCHOOL 275

THE ETHICAL USE OF WEALTH 276
By D. W. Adamson

INSTRUMENTAL MUSIC IN THE SCHOOLS 278
By Helen N. O'Connor

CHARACTER CHATS 279
By Joseph B. Egan
Apple Trees 279
The Two Shadows 279
The Reflection 279
The Defective Window Pane 280
The Rainbow 280
How Character Chats Are Best Utilized 280

EDUCATION IN ACTION 281

TREND OF THE TIMES 283

THE BOOK TABLE 284

GRINS BETWEEN GRINDS 285

A HEALTH CREED FOR TEACHERS 286

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EDITORIALS

Engine and Caboose

WE FREQUENTLY see freight trains a mile long. Such trains cannot be run on railroads with sharp curves. They are run from San Francisco to Chicago on the schedule of limited passenger trains. They always go from city to city terminals. They never try to set out or take up a car en route. There is no way-station that has a side-track for use of a mile-long train. No one person is wholly right, but everybody is wrong if there is not absolute harmony between the caboose and the engine.

Such a train could not be handled without wireless communication between the conductor and engineer. Imagine, if you can, the situation if the conductor had to walk a mile to give orders to the engineer and then walk back a mile to the caboose. As it is, the conductor is virtually riding in the cab of the engine talking with the engineer.

There can be no discussion, no difference of opinion. The conductor can tell the engineer what to do, when, and how to do it if the responsibility is his. The engineer can tell the conductor what he is going to do, how, and when he will do it if the responsibility is his. The other fellow governs himself accordingly.

Some time the school system will be run in the same way. There'll be no rumpus. The teachers will know what directions should come from headquarters through supervisors and what should come through the principal. Superintendent, supervisors, and principals will know what responsibility the teacher has, and no one from headquarters or anywhere down the line will meddle with a teacher's responsibility any more than the teachers, singly or in mass, will meddle with headquarters.

It would be as absurd to think that a physician, a lawyer, a carpenter or a druggist could be appointed on a city Board of Education on Saturday and try to tear the system to pieces on Monday, as to think that a new conductor could get into the caboose of a mile-long train without wireless connection with the engineer and try to take a freight car out of the middle

of the train and leave it at a way-station.

There is no one on the Board of Education, no superintendent, no supervisor, no principal, no teacher or group of teachers who can run the school system unless they all have wireless connection and work in absolute harmony. It is hard enough to get results in the social, civic, religious and psychological complex of today when all work together. It is absolutely impossible when there is no harmonious connection, when the caboose and the engine are working on different wave lengths.

Each of the forty-eight states has some state high school supervision. Half of the states have more than one.

California Winnings

AT SIX of the last seven annual track and field championship meetings of the Intercollegiate American Amateur Athletic Association, in which some forty of the larger schools of the country compete, California athletes have been victors.

The California schools were not regularly entered for the association meetings until 1921. Since then they have held the championship continuously, excepting in 1924, when Yale won. Three successive years, beginning in 1921, the University of California was the victor, and when Yale had taken the coveted honor for one year the University of Southern California carried it back to the Golden State, and for two years was champion, and in Philadelphia Stanford shifted the prize from Los Angeles to Palo Alto, making the sixth California victory in seven meetings.

Nebraska University is the seventh institution of higher learning to elect a president in the last two months, and none has promoted a member of the faculty.

Commissioner Elliott of New Jersey

DR. CHARLES H. ELLIOTT, dean of School of Education, Rutgers College, since 1915, has been appointed State Commissioner of Education by Governor Moore to succeed Dr. John H. Logan, who resigned to accept the superintendency of Newark at a salary of $15,000. The State Commissioner's salary is $10,000.

The Governor had it understood from the start that he would only consider the best interests of the children and their teachers in making the selection.

Rutgers University, under President John Martin Thomas, more than ever is magnified as the State University, especially in education, and this achievement is due in no slight degree to Dr. Elliott, who has held the lamp of professional education high for more than ten years. All eyes turned to Dr. Elliott when Commissioner John H. Logan, whose vision and vigor will make his administration memorable, accepted the rare opportunity offered by Newark.

New Jersey has been edging to the front in several phases of educational leadership for some time, and now the professional banner is flung high and wide with Logan and Elliott, who will have as great opportunities as any two professional leaders in America enjoy.

Dr. John H. Logan has been Commissioner for the past two years, succeeding John Enright, who retired after four years' service in the commissionership. At the beginning of Dr. Logan's administration the management of the state normal schools and other teacher-training facilities supported wholly or partly by the state were transferred from the direct control of the State Board of Education to the Commissioner's office. This gave to Dr. Logan a very serious problem of administration and supervision. He has had a careful study made of the teacher-training facilities in the state, and of the possibilities of co-ordination and readjustment. With the conclusions from this study as a basis he projected a systematic plan and had secured from the legislature for expenditure during the current year a large appropriation for an additional state normal school at Jersey City and large dormitories for the normal schools at Glassboro and Montclair. He has also been instrumental in obtaining much larger current appropriations to enable him to launch a program of training for secondary teachers at the Monclair Normal School, which he had hoped to make, within a short time, a State Teachers' College.

While it is unfortunate that there should be a change in the commissionership when a definite program of teacher training was under headway, yet Dr. Elliott's experience and training will enable him to meet the requirements of the position with its peculiar responsibilities at this time.

"Avigator" is in common use by aviators, but is not in the dictionaries yet.

The state supervisor of high schools in Maryland says that only twenty of four hundred high school teachers and principals had ever heard of Glenn Frank, and only sixteen had read James Harvey Robinson's "The Mind in the Making." He makes a plea for a better knowledge of the world today by high school teachers.

When Babe Ruth Goes to the Bat

By A. E. WINSHIP

WHEN Babe Ruth goes to the bat there is hilarious cheering by the vast throng in the grandstand and on the bleachers. There is always a vast throng in any grounds when Babe Ruth plays.

It is estimated that he is worth a quarter of a million dollars to the clubs to which he does not belong because during the season the gate receipts are vastly more wherever and whenever he plays.

The cheering is theoretically for his benefit, but it is really to his disadvantage, because it makes the men in the rival team register a vicious vow that they will play better than ever to make it harder than ever for him to hit the ball or make a base.

When Babe Ruth steps to the plate, spits on his hands, grasps the handle of the bat with an air of determination and looks "the twirler" in the face, he knows that that pitcher is no friend of his. He knows that that man is the best pitcher, or, from his standpoint, the worst that the opposing team could secure. He knows that that man is in the best possible condition.

Babe Ruth knows that every baseman and fielder, the catcher and the shortstop are all in prime condition, that none of them was ever so well prepared to prevent his hitting a ball or making a base, and that the cheering, intended for his pleasure, is merely putting an edge on the mischief of men already keyed to the highest pitch of mischief.

When the word comes: "Play ball," Babe Ruth is in the midst of nine of the worst men in the worst condition for him that could be found by the manager of the opposing team.

That pitcher has studied some new tricks with which to make Babe Ruth think he can hit a ball and will strike at it but by that time it will not be where it should have been and "Strike One" is mercilessly spoken by the conscienceless umpire.

That pitcher has been resting up for just that occasion, has had his arm massaged for extra force and speed. He has not been out nights, has not risked any food or drink that would be liable to jeopardize his effectiveness. There is not a man on that "diamond" who will not function a little better than ever before.

And Babe Ruth knows it. He knows that he is not in the camp of his professional friends. He, also, is in prime condition. He goes to the bat with every fibre of his being toned to perfect physical and professional harmony.

Our whole being thrills as we see Babe Ruth go to the bat. Like the waves that carry tones, pictures and power in broadcasting so we get somewhat of the thrill that he must have when he goes to the bat.

We have something of the same physical and mental thrill as we look upon a class of high school or college graduates. They are going to the bat as definitely as Babe Ruth is.

There is much the same thrill of anticipation in the joy of the home, of the school from which they are promoted as that which greets Babe Ruth when he goes to the plate.

The exuberant cheering of the bleachers and the grandstand is intended to hearten Babe Ruth, but its effect upon the nine men of the other team is unfortunate for him, and so the universal rejoicing over the increase in high school and college enrollment is dimmed somewhat because there are those who do not see in the high school and college an opportunity for earnest study and social self-denial.

The great body of students are earnest and do make social sacrifices for self-improvement, but the few to whom the extra years in school and college are chiefly good-time years always pay dearly for wasted time in fun and frolic.

Every student should realize that he is not going into the game of life, business or professional, where successful conditions will be handed him on a silver salver. There will be no home-run easy balls tossed his way. The second baseman will not step aside in the game of life and let him walk there leisurely.

In the game of life there will be the same skilful tricks to make one think he can hit a ball easily, but when he has struck for it he learns that it wasn't where he thought it was going to be. No one is wanted in any business or profession who has not an adequate education. One cannot teach or preach, study dentistry or stenography without a high school education, but there is no success for a high school graduate anywhere unless there was honest, earnest effort in earning the right to graduation.

In the sports where there are great earnings there is an official record of every error as well as of every achievement. No one is selected for any position in any game, that can be professional, simply on his successes. Every error is as brilliantly recorded as is the home run.

When Babe Ruth makes a home run every paper at the same time tells how many were on bases. To make a home run when it lets a man score from each of the three bases is

reported in every sporting page in the country. And equally if he makes a home run when there was no one on bases that also is published everywhere.

Much depends on the time and condition of the game of life when one makes a home run hit. Rarely does anyone succeed by himself. The experience of Lindbergh is almost the only case of the kind in recent times. It was this exception that thrilled the world, that will place his name at the head of the list of aeroplane achievements. No one can estimate the difference it would have made to Chamberlin had he made his flight three weeks earlier.

A student should be superlatively careful to see that the bases are full when he makes his "four-bagger" stroke.

It is a great opportunity when a team comes in from the field to enjoy a new inning. No matter what the score was when the other inning closed, no matter how bad the score was, there are always infinite possibilities in a new inning.

A new school year is a new inning for every student and teacher, yes, for every school and college. It is a new call to "Go to the bat."

"Play ball" has a new thrill if one is attuned to the new effort, but the significance for student and teacher, for school and college will depend entirely upon whether the inning is to roll up scores or errors.

A school or college that puts on the bulletin board social, economic or "indifferent" errors wrongs everybody associated therewith. It counts against the entire class as well as gainst the student. The man in the game whose error lost the game for the team can get no comfort from the fact that it was only his error.

The educational game is coming to be national rather than local, and will surely be international as well as national. Every school and every college is posting its errors as well as its successes.

A class of twenty years ago in school or college that has one outstanding man or woman in any great way has fame enough for the community for a decade.

It is equally true that a high average is possible with no Babe Ruth, for he has never been the high man in the baseball world in any year. The high man has been the man whose playing "out" as well as "in" has the highest total score or the lowest total errors.

In school and college too many errors can be as fatal as two few runs. Even some communities are famous because of the absence of automobile hittings.

Every community owes it to itself to see that its high school goes to the bat with a solid community backing. Every high school owes it to itself to see that its students go to the bat with the thrill of studious devotion. Every teacher in a high school owes it to himself to see that every student in his class has the thrill of expectation of success, and every student owes it to himself and to every one else to know the game and play it for all there is in him.

Some Characteristics of a Junior High School

By SUPERINTENDENT GEORGE C. BUSH
South Pasadena, California

A SCHOOL plant especially built and equipped to carry out a junior high school curriculum.

A grouping together of boys and girls of the early adolescent period.

A curriculum especially suited to pupils of junior high school age.

Provision for a better transition from the elementary schools to the senior high school.

Departmental instruction.

Periods long enough to allow for directed study.

Explanatory courses in short-term prevocational subjects.

Provision for individual differences in ability, aptitude, and interest by progressve differentiation in subjects.

Supervised extra-curricular activities, such as athletic sports, clubs, girls' and boys' leagues, debating, glee club, orchestras, band, etc.

Educational and vocational guidance.

Where numbers permit, grouping together pupils of approximately similar ability.

A home-room and a responsible home-room teacher for each group.

Physical education and extra-curricular activities deliberately organized as a system for character training.

Auditorium where student assemblies may be held.

Well-equipped library.

Shops: auto mechanics, printing, electrics, sheet metal and wood.

Home-making department: cooking, sewing, millinery, etc.

Gymnasium for boys and girls.

A fair proportion of men teachers.

Belding's Page

HOME STUDY

SOME one remarked the other day that "Home lessons are destroying family life." The speaker went on to say that the child is obliged to go off by himself in the evening and study, when he might be with the rest of the family at games or reading, or the radio. Often whatever father or mother may be doing is interrupted by the plea for help on some knotty problem in the home lessons. The help thus obtained may turn out to be at variance with teacher's way of doing or explaining the matter. Both may be right, but the child is confused between them and is likely to discount the intelligence of one or the other. How long the home study will have to be neither the child nor his parents can foretell. The tendency is to put it off until the last moment. Home lessons hang over the heads of the boys and girls like nightmares. Parents add to the nightmare effect by frequent nagging.

A fairly strong case can be made for abolishing home lessons entirely—as Russia is said to have done. But there is all that ground to be covered! And one might argue that instead of home lessons breaking up the family circle, the family circle, already broken by many distracting engagements, has demolished home study.

Supervised study in schools is working out satisfactorily in some places, not so well in others. The problem is not one that can be solved in a moment, but only after many and varied experiments.

ART NEEDS INTERPRETERS

A BEAUTIFUL sunset fills the soul with gladness. The wonder of it is irresistible. No one is needed to analyze the view or to point out the forms and colors we should admire most. The thrilling message of the outspread sky is more open than any book. It can be read by the most untutored.

The beauty which is contained in paintings is less radiant. Along with beauty in line and hue there is often a beauty of subtler sort—a beauty of thought or truth or purity. The great painter has tried to express a message upon his canvas. This may be apparent only to the trained eye and mind of one who has spent many years in the study of pictures.

That is why an otherwise intelligent adult may gaze intently at every painting in a gallery without being impressed in the least.

To be appreciated most great works of art need an interpreter. The schools have a duty to open the eyes of boys and girls to the meanings in the works of the masters. Not all the works of all the masters, but some of the best and most typical works of some of the masters. Every painting or piece of sculpture which is thoroughly apprehended by the pupil develops a way of looking at things which may enable him later to make his own discoveries and interpretations.

Youth meets many pictures which are mere illustrations; snapshots, as it were, of historic scenes or famous personages. The caption beneath the picture and the picture itself tell the entire story. These are the prose of the painter's or the photographer's art. Great masterpieces are the poetry of art. They yield a meaning less readily; but when it comes it is entrancing; it enriches and ennobles life.

Youth is entitled to experience these glimpses into the minds of artists. Too often he is led up to a great work of art by a guide who knows only the artist's name and nationality, with perchance a few titles of his other works—a guide who fails in any real sense to see and know the picture or the piece of sculpture.

Artistic appreciation can be imparted by none save those who possess it.

CHILD'S CONFIDENCE NEEDED

IN A mid-western city, recently, a little boy was shot while playing with a revolver. So afraid was he that his parents would punish him for using a forbidden plaything, that he suffered from the wound four whole days without telling what had happened to cause it. Two hours after he had confessed the truth he died.

The incident illustrates rather forcibly, does it not, the importance of adult leaders winning and holding the confidence of children? There is no proof that the parents of that lad were habitually too severe with him; and yet they may have been. The psychology of some children is harder to understand and deal with than that of others. No rule could be laid down to insure children telling what they ought to tell for their own good or to prevent those calamities which sometimes follow concealment. Sympathy is probably the desired keynote. If the child is made to feel that parent or teacher is his friend, more ready to help than to punish, he will usually admit a fault if he has committed one.

Anson W. Belding

Associate Editor.

The Value of Music in the Schools

By ESTELLE CARPENTER

Director of Music of the San Francisco Public Schools.

EDUCATION develops the whole human being physically, mentally, and spiritually. It teaches the individual to maintain sound health; gives mental acuteness applied to problems of life; produces interest in home-making and home membership; aids progress and growth in business and vocation; develops wise use of leisure time, thereby enriching other lives, as well as cultivating a love for the arts and beauty in life; produces ethical appreciation, and makes for citizenship, and a life rich in thought and endeavor.

If the citizen understands and appreciates the good in literature, the beautiful in form and color, and the best in music, a broad and deep understanding of life is the result.

Those who are unable to appreciate and enjoy music are starved, and though efficient in many lines of work, do not know the fullness of life. They miss the heart and joy of being.

If to an appreciation of music is added the power of expression of the feelings through music, either vocally or instrumentally, a vital force comes to the individual that will be a burning torch to light the way into high thinking, noble action, and supreme enjoyment.

Musical instinct or sense is possessed by almost everyone. It should be developed in everyone, or it will die. The mother singing to the child; the pupils singing in the schools folk, and patriotic and classical music, or playing suitable selections in the orchestras and bands; the pupils listening to the great compositions of the masters—all call forth and develop hidden powers, and make for finer men and women, and for a more musical community. The awakened individuality through music is the rightful heritage of each; hence the necessity of music education in the public schools.

Ellen Terry, one of the world's greatest actresses, said: "When I think now, at the age of seventy-eight, of the day when I walked on the stage for the first time, my young heart a-flutter with the whole of life before me, I ask myself what was the secret that has brought me all the joy of success and has filled my life with happiness. Let me put that secret in the form of a message to every ambitious boy and girl in America: While you have youth, fill your life with beautiful things. Listen to all the lovely sounds that are to be heard—the songs of the birds, and the sweet music of the masters. It is while you are young that you should grow to love the great plays, with their beauty of movement, color and music—all blended into one lovely whole. And, above all, I would say to all young people: 'Be joyful.' In the old days they used to sing, 'Oh, Let Us be Joyful!' And joy is the most beautiful thing of all to look for and to cherish."

Now music is the great soul of the joy of life. It is a scientific demonstration of the mental and spiritual nature of being; for it predicates a purposefully active power, purposefully active capacities dealing with the substance and force of the highest thing in the highest creature. It gives hope; renews courage; engenders pure tastes; refinement, and inspires noble thoughts and high ambitions. It is a wellspring of inspiration, relaxation, and recreation. It gives the all-encompassing experiences of life, and is therefore a great teacher. It induces all moods, and all moods belong to music. It is a re-vivifying stream of energy.

The hopes of the future are in the rising generation, but modern life is fast becoming material. Music in education is a counteracting influence, and is the medium by which the physical and intellectual activities are allied to the higher life qualities which make for character. Music is acknowledged as one of the greatest motivating forces in education.

Music is to education what the heart is to the individual.

Music in the public school system is of prime importance, and branches out in many directions—it gives to the child power in expression, perception, observation, concentration, reason, bodily strength, voice production, technical, instrumental skill, and response to the emotional life of the music.

In music education in the public schools the purposes are to give an insight into the abiding spiritual power of music; to awaken the enjoyment and understanding of the aesthetic in music; to perfect the adequate utterance of music; to give a medium of self-expression through voice, body, and instrument; to quicken the mental powers and cultivate the creative instinct; to control the emotions and motive power.

This makes for ideals, right action, character-building and citizenship, thus producing an appreciation for the relative values of life. This makes possible an interest and love for the best music of all people, and an intelligent appreciation of it by the masses.

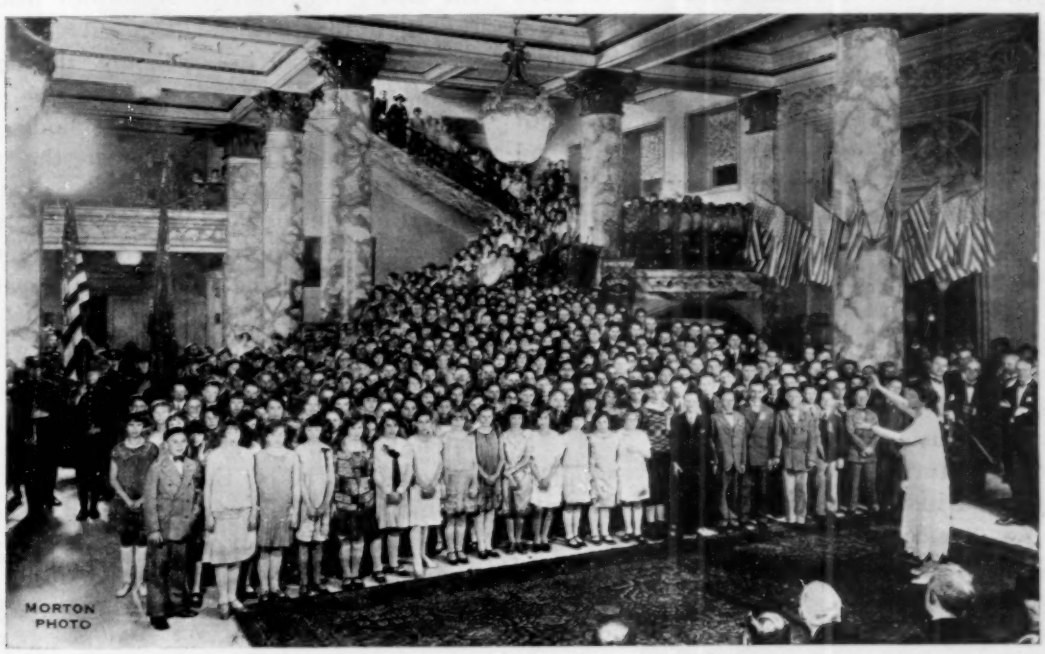
A people must be musically active in order that music may become a part of the nation's life. One can say with pride that our

nation is becoming more musically active, due to the result of the teaching of music in the schools. Even during the war one realized that all America was singing as never before. One of the great values of music in the schools is its power to stir into action patriotic fervor. When the recent conflict for right was going on there seemed to be a deep vibrating undertone that was sounding everywhere throughout the country, and in San Francisco men, women and children were singing in the houses, churches, schools, war camps, during parades, at public gatherings, in parks, on streets, at the theatres and the movies. The War Thrift Drive, the Red Cross Drive, and Liberty Bond Drives were all aided by groups of soldiers, sailors, and citizens singing war songs at stations, on streets, to persuade people to give their money for the cause. When regiments gathered in full war strength, before leaving for France, and when they went away, they marched through streets singing their patriotism into our hearts. But these men were the boys of yesterday, and in our public schools in San Francisco they had been given the foundation of this singing. Quietly the teachers had taught patriotic lessons through the songs to boys and girls, and the country gained the reward. The men sang in the trenches, and on their long marches to revive drooping spirits. When the tide turned and victories came, the men sang their feelings of thankfulness and gladness.

It is through the patriotic songs that the children voiced their loyalty to their country and to the countries which stood for freedom and right. There can be no doubt of the feelings of the school children as they sing their patriotic songs, and surely our country is safe in the hands of these citizens of tomorrow. Soon after the war the public school children in great numbers paid tribute to the honored dead in a great chorus. Thus music is not only for joy and patriotism, but is the companion of life's sorrows.

Indeed, it was immediately after the great catastrophe in San Francisco that public school music became a community asset for kindling courage and sympathy. It brought to those indomitable men and women who rebuilt San Francisco power and endurance. Amid the ruins our children's voices gave cheer to all.

One has only to glance over the past ten years to realize that the country as a whole has reaped the benefit of the ardent work done by the souls who have blazed the trail in public school music. Musical clubs and federations, associations, symphony concerts, opera associations, choral clubs, orchestras, young people's symphonies and festivals, have rapidly increased throughout the country, and in every project given, music has been a prominent factor in developing tastes and good will. In other words, "Peace and Good Will towards Men."



PUBLIC SCHOOL CONCERT, JUNIOR HIGH AND GRAMMAR PUPILS
CONDUCTED BY ESTELLE CARPENTER

In San Francisco there have been over fifty new schools dedicated with children's choruses and high school band music. Libraries, parks, public buildings and monuments have been dedicated with song. At the ground-breaking of our beautiful civic centre the children of the public schools with their songs dedicated this beautiful spot of the city. Great choruses of thousands of children (out of doors) from the public schools, accompanied by bands, have

brought inspiration to vast multitudes of people. The singing of the children has become a part of the civic life of our city, and now is reflected in the love of music shown by the people in the large attendance of the masses at the symphony concerts and opera performances.

The value of music in the schools is so great that no amount of words could ever express the results of the influence of thousands of skilled teachers, musicians, principals, supervisors and administrators who have planned and are constantly planning and working to promote the subject, and to bring to each individual pupil, from the kindergarten to the university, the message and knowledge of music. It is making for developed musicianship, as well as for developed art in living. Music is dead in the hands of one who feels not. Great musicians with a touch or a word can reduce us to tears or lift us to the skies. So art is coming into the schoolroom. The music lessons are living examples of interest, expression, enjoyment in tone sensation—later intense desire is shown to know, experience and master the art and science of music. There is a happy tone to the lessons, where creative instinct is encouraged, voices protected and developed; appreciation of music experienced and enjoyed; choruses, glee clubs, orchestra and band groups enthusiastically organized and carried on. Sight-singing, ear training, and harmony are recognized, and studied for development and use in connection with other music studies.

New departures have been introduced, such as piano and instrumental class teaching, piano ensemble, music testing, and band contests. Opera clubs, music clubs, radio clubs and federated music clubs are all organized. Only the best music is encouraged and used. The growth of the school material for chorus, orchestra and band has proved most valuable, as its excellence has promoted better results every way.

The music contest has developed and proved of value in furthering community uplift in music knowledge and appreciation. During the last music contest in our city the music houses, theatres, movies, and hotel orchestras played the numbers selected for the contest. Music teachers gave the same selections to private pupils. Radio stations gave numbers semi-weekly, and the churches, through choirs, aided by giving selections. Twenty-eight hundred pupils entered the final contest; four hundred and seventy-one were perfect, and five school teams were winners. Through the seven contests held in this city many phonographs have been won for schools and some thirty victrolas, and hundreds of records, have been donated by the Parent-Teacher Association.

In modern music education music appreciation has taken the foremost place. It has unlocked so much joy and so much culture by teaching everybody to know and love good music. There should be a vital interest taken in the subject. Music appreciation cannot be taught—it must be experienced. It is a personal inner-sensitiveness through an experience of the beautiful. We can neither love nor desire that with which we have no acquaintance, and for which we have no taste. We must hear, sing or play good music, and so music appreciation in the schools is given for immediate enjoyment and knowledge to build for the permanent love and culture of music.

Few out of the many will be performers, but all can learn to listen and appreciate good and up-lifting music. In our hurried lives music is the God-given remedy to lift our hearts out of the strife into a world of beauty.

The Junior High Schools throughout the country are great adjuncts to the promotion of the value of music in the schools. Through the emotional sensibilities of the adolescent many things can be done toward the pupil's education through the medium of music that cannot be accomplished through other subjects. On the other hand, music is a great asset to the Junior High School system, and is of utmost value in giving expression toward the urge of the sensitive youth for idealism and vocational fitness.

The value of music in the high schools and universities is of the utmost importance. It promotes school activities and school spirit. The varied courses of preparation for professional and vocational work result in many instances in producing renowned artists in the musical world who gained their foundations in our public school music courses. Some of our greatest singers, opera stars, and composers received their awakening in the music world, and their first encouragement for public careers, in their school music.

All honor to those men and women who have inculcated in our youth the desire to give to the world the best within them through their devotion to the art of music!

Music is such an art that one of its great values in the schools is to bring its spiritual quality to all the people. To come within its sphere is to come into a spiritual sunshine that will radiate power, and make possible new attitudes, new vistas of truth, new transcendental feelings, that will bring forth now and for eternity, new experiences, new beauties, new joys, new life.

"The glory of music endures in the depth of the human soul." (Henry Van Dyke.)

Sculptures for the People

By A. E. WINSHIP

NEVER has there been anything approaching the universal interest in art that there is today. On any pleasant Sunday the streets leading to public art museums in every city in the country are lined with pedestrians, young and old, individually and as families, as the boulevards are lined with automobiles. It is no longer the traditional lovers of art but the love

HORACE MANN

of art is permeating society, saturating what used to be styled the common people.

The public schools have had something to do with this, for Caproni art in frieze inside and out, in bas-relief, and in statuary representing inspiring leaders in peace and war is as universal as are wall maps and reference books.

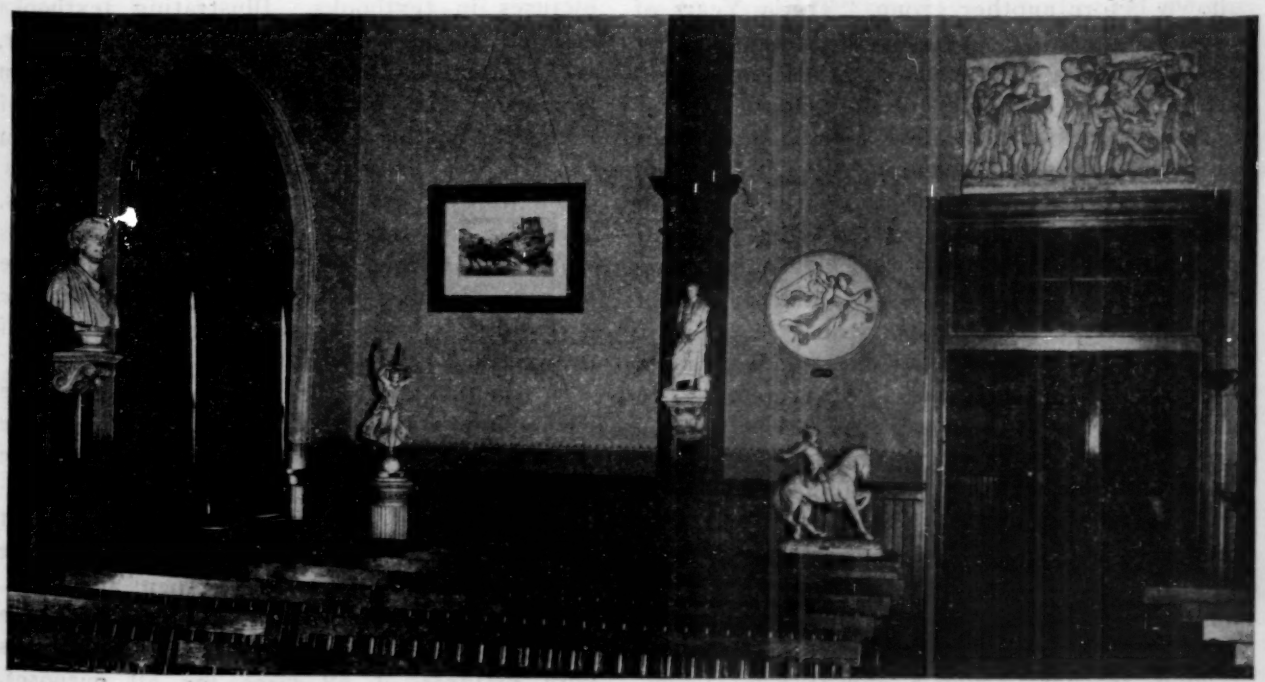
We have known the Caproni art works for more than a third of a century, have seen the evolution of the art of creating art for the multitude in as perfect reproduction as the thousandth Pierce-Arrow is like the hundreth, for no Caproni statue of Venus leaves the studio until its perfection is established as definitely as the perfection of a created automobile

LISZT

is tested on the road by one who would detect the slightest false quaver.

A million boys and girls in public schools recognize the significance of each section of the Parthenon Frieze as naturally as Audubon could tell anything about a bird from its picture, and they are familiar with the features of the hundred leading personal leaders of all time.

There are not only more than three thousand reproductions of antique, medieval, and modern sculpture catalogued, but the purchaser is protected because the Caproni casts are never sold through dealers, representatives or agents. They can be bought directly only from the makers (Boston), whose establishment we have known for more than a third of a century.



ASSEMBLY HALL, HENRY L. PIERCE SCHOOL, BOSTON

When You See, You Know

By LAURENCE R. CAMPBELL
Chairman, Visual Education Committee, High School
San Francisco, California

WHEN Comenius, the great Moravian educator, introduced the use of pictures in textbooks three hundred years ago he did not foresee the application of his theories in the twentieth century. Through invention and discovery man has introduced into common use means and methods of learning which Comenius and his contemporaries never imagined. At first considered the innovations of dreamers, these contributions to progress have become indispensable to modern society. Printing, photoengraving, the camera, and the motion picture have opened up for everyone areas of knowledge which once were restricted to the favored few. Today the average junior high school pupil may have a more accurate and more extensive knowledge than his colonial forefathers.

Those who attended the convention of the National Education Association in Seattle had an opportunity to determine the efficacy of visual education. The varied array of school work on exhibit at the Alexander Hamilton School was not only evidence of the worth of visual aids but also a tribute to the vision and initiative of the teachers who are pioneering in this work. Those who saw the stereopticon views of Mt. Rainier at the science teachers' first session will not soon forget that majestic mountain peak crowned with the eternal snows of winter. Even more interesting was the film shown before another group, "Thirty Years of Motion Pictures." Indeed the discussion of the "why" in visual education has been succeeded by the discussion of the "how."

In considering the "how" we too often limit ourselves to the discussion of methods and means. A high-powered car in the hands of an untrained driver is dangerous, but it is not as dangerous as highly specialized teaching methods in the hands of a conscientious but untrained teacher. Who would employ a teacher of woodwork who did not understand the operation of the lathe or the bandsaw? In visual instruction we still use the trial and error method of training. Teachers, if allowed to experiment with costly equipment and more costly boys and girls, may get detrimental results. For the sake of budgets and of boys and girls teachers should be given definite training in the use of visual aids in the classroom.

Is there a place in the curricula of normal schools, teachers' colleges, and schools of education for a classroom teacher's course in visual instruction?

Whether or not a separate and distinct course is given, the teacher should have an opportunity to become acquainted with visual aids before he has taught. Through regular, summer, or extension courses this practical study can be made. Extra-curricular activities, play production, and football coaching are given separate attention. Visual education, which can be used for all classes and all ages, merits attention.

The nature and scope of a teacher's course in visual education will vary according to the time, means, and the instructor. A general survey course with laboratory work and field trips is desirable. A preliminary study of the educational and psychological aspects of the subject will furnish a good basis from which to proceed. Most of the time should be given to considering and experimenting with definite means in concrete situations. For this reason laboratory work, though limited, will be valuable, Field trips should be made to publishing houses, engraving plants, photographers, and motion picture houses and studios. Briefly, then, the course should be taught by the method which it advocates.

The use of visual aids is as old as man, but their use in schools began when Comenius put pictures in textbooks. Illustrating textbooks is itself an art. The illustrator, the engraver, the printer, and the binder work together in producing the book. The improvement of textbooks has been rapid, but there is still room for further improvement. Geometry texts could well be illustrated by pictures of bridges, buildings, city plans, and engineering projects which are related to the theorems. The use of more pictures in grammar and arithmetic textbooks, if only to vary the appearance of the pages, would be justifiable.

If you don't like the books you have, make some that you do like, or better, have the children do it. Many so-called scrapbooks are excellent individual projects in study and research. The social sciences, literature, art appreciation, cooking and other studies can be motivated by the use of paper, pen, and paste. Modern magazines are full of pictures. There are firms which specialize in supplying schools with pictures of all sizes for all purposes.

Many railways, steamship lines, and travel offices obligingly furnish folders and descriptive literature with good pictures. Frequently pupils will be interested in sketching, cartooning and painting which is related to the study.

The same material can be used in making attractive posters for the use of the whole class. Mounted travel pictures may be made in a series in which each part of the world is represented, showing the leading cities, customs, products, scenic beauties, and other features. To these may be added charts, diagrams, graphs, and maps of all kinds. The blackboard can be used for the graphic presentation of less important material. The selection of pictures for the classroom deserves more attention than it gets. We need to talk less about environment in the abstract, and do more in creating the right surroundings for maximum pupil efficiency.

Did you ever make a model of the Parthenon out of a bar of soap? If not, you have not fully assessed the possibilities of soap. The Eskimos spend hours and days in carving curios from ivory tusks, but the average school boy, after a little experience, can make something just as interesting from soap. Clay can be used to model. Cardboard has many uses. From an erector set one can put together quickly the six simple machines. Potential contractors will be delighted to build Ivanhoe's Castle or Independence Hall. The engineers of tomorrow may construct a miniature Panama Canal, Mississippi River, or Columbia Basin reclamation project. These materials and many others are available for use of the teacher who has the necessary preparation. Unfortunately most teachers have to learn about the variety of visual aids by experience. If they studied these aids before they became teachers they would be better teachers sooner.

Since it is not always possible to get the pictures you want, the camera and kodak should be considered. Every teacher should be able to use one with good results, for snapshots of school and community events are useful in a number of ways. A high school year book is to be measured by the quality of its photography, for it is nothing more than a pictorial review of the school year. Snapshots can also be used for posters, scrapbooks, publicity programs, and for the school history file. It is also possible to make slides for the stereopticon from good snapshots. Some of the new cameras being put on the market will meet the need of the teacher.

The development of the film slide, sometimes called the Picturol, has renewed the popularity of the stereopticon. It is easily operated, inexpensive, and can be taken from room to room. For some types of study it is very effective. The teacher should know how to operate it and repair it. He should also know how to make slides, where to get them, and the conditions under which they are most satisfactory. A comparison of machines, slides, methods, and costs can be made by studying the schools which use the stereopticon.

Ernest Crandall, director of lectures and visual instruction of New York City's public schools, describes the motion picture as an "unescapable factor" in education. Still in its experimental stage this means of visual education depends not in demonstrating its education value, but in training teachers in its use. In a college course designed to train teachers in the use of visual aids the motion picture deserves special attention. The teacher should learn about the various kinds of machines, both for auditorium and classroom use. The cost of installation and upkeep, the method of operating the machine and keeping it in condition, and the accessories of the machine should be understood both in theory and practice. Machines may be ruined by inexperienced operators.

More important than the picture is the film. The choice of films, like the choice of books, calls for discrimination. Standards for educational films are still vague, but a set of requirements will be necessary. They must be adapted to the age, subject, and school conditions. The sources of films, the methods of production and distribution, and the methods of presentation should be studied. Scenario writing for educational reels will soon be as important as writing textbooks. A bibliography of films, including the name, subject, age group, cost, rating, producer, and other details, should be compiled. Whether or not the standard reel or the smaller reel is used depends on the machine, but the handling and mending of films for both should be understood.

There are a number of other matters that might be mentioned. The selection and construction of screens is a subject in itself. Reliable books, catalogs, and other publications which will be helpful to the beginner should be listed. Authorities should be cited. Throughout the course the practical and utilitarian aspects should be emphasized by direct contact with the visual aids, actual experiments in typical situations, and adequate experience in the operation of the camera, stereopticon and motion picture machine.

Visual education has wide and varied applications, the effectiveness of which depends on the training of the teachers. If the teacher-training institutions of America will help teachers prepare themselves to use these aids effectively they will advance the schools to new levels of efficiency.

The Function of Music in Education

By ARTHUR EDGAR FRENCH

Revere, Mass.

EDUCATION has been defined as life undergoing the processes of discipline. These processes begin at early childhood and continue through active life. Learning is the serious business of childhood and youth. In his play the little child learns self-control. Later, under the formidable disciplines of the schoolroom, securing an education becomes his vocation; while he finds many avocations in his home and social surroundings. According to their values as healthful relaxations, to their disciplinary effect on the mind, or to the habits which they are instrumental in forming, all of these avocations are either friendly or unfriendly to the pupil's vocational pursuits.

In discussing the function of music in education, therefore, we must take into account not only the pupil's formal, but also his informal educational environment. Moreover, an adequate survey of the field of music must include a general outline of man's racial antecedents; for whatever is in human nature which has found expression in music has also had its part in his general progress from primitive to civilized life.

Anthropology has found primitive man without an artificial shelter from the elements; without a tool or a weapon; without the power of speech. But from earliest times man has had a religious consciousness. From the dawn of human racial consciousness to his most enlightened spiritual attainments man has been a spiritual creature—an image of the Divine Nature. Before he could utter his prayers in speech he acted them in pantomime.

It has been claimed by many writers that the mark distinguishing man from all orders of animal life below him is the power of speech. But speech is a medium of *expression*. Until there shall have been *impressions* resulting in psychic phenomena that may be compared to human emotions and ideas, there can be no impulses to expression. It seems that the fundamental difference between man and the lower animals is not marked by any mode of expression, but by the spiritual capacity of the former to refer natural phenomena to superhuman agencies. In other words man's distinguishing characteristic as a human animal is his religious nature. The guiding star of human aspirations has been, from the earliest times, his nature as a spiritual being. Every urge that he has felt for bettering his physical conditions has had its springs in his spiritual capacities. Emerging from the jungle, where he spent his racial infancy with the lower animals, he was subject to the laws of the jungle. He still retains in his nature the backward pull of those early traditions. Endowed in potential with the Divine Nature, he feels the urge of a state of being to which he has not attained. Between these two opposing natural forces man is still toiling upward to his destiny in the plan of the universe.

In these smouldering passions, now and then breaking into flame, do we find the origin of music and speech, which, hand in hand, have served man as a medium of expression and as a powerful agency for the further development of his latent capacities.

In connection with man's manifest destiny reference has just been made to a plan of the universe. Nature's plan is complete in that the beginning visualizes the end; namely, those capacities which differentiate man from the lower orders of life. It provides the means, namely, the vicissitudes of life and the potential endowments, for so re-acting to these as to achieve the end. Finally, it sets goals to be made in the nascent stages of human progress from the sub-primitive to civilized life as stepping stones to the end.

Nature's plan is impressive in the unity-in-variety of its details and in the inter-relations of its parts. Whether we contemplate the heavens or the earth—the celestial bodies organized into systems inter-dependent in time, place and movement, or the variety of life, each having so much in common with the others, we are impressed with the evident design and manifest end or aim.

Nature's plan, therefore, contemplated, and is accomplishing, the evolution of a race; the plan of education should aim at the development of an individual. Evolution has effected the creation of certain capacities characteristic of the human order of life; development must effect the awakening and education of those capacities in the individual. This does not mean that every boy and girl is born with all the capacities with which the human race as a whole is endowed. Nor does it mean that every potential capacity inherited by an individual should be specially developed and trained. But it does mean that the primary aim of education

should be to develop some of these powers sufficiently to render every individual useful to the race, and all of his natural endowments sufficiently to secure his happiness while making for leadership into new fields of adventure. Every such leader has wrought into the fabric of his handiwork an inspirational legend expressed in his definition of the purposes of his efforts—his aim. Comenius believed the object of education to be a larger measure of human happiness. Pestalozzi said: "I have lived like a beggar that I might teach beggars to live like men."

Herbart was convinced that "The one and the whole work of education may be summed up in the concept—Morality."

Within a decade Hon. Payson Smith, commissioner of education for Massachusetts, has said: "We have fought a great war to render the world safe for democracy. It now becomes the task of education to produce a democracy that shall be safe for the world."

Is music now making its greatest possible contributions to the realization of these high aims?

A Standard Elementary School

[Evansville, Indiana, has created a significant definition of a Standard Elementary School.]

A "STANDARD" school emphasizes patriotic instruction. This involves especially the flag ritual, the displaying of the flag daily in good weather with proper ceremony at the raising and lowering of the colors. There are suitable exercises for all days of national observance. The inculcation of love of country and of high ideals of citizenship is constantly stressed in every possible way.

There is organized participation in the government of the school by pupils of the sixth, seventh and eighth grades. Pupils engaged in the project of self-government are trained in the fundamentals of parliamentary practice.

When there is need of artificial heat in the building a health temperature for the classrooms is maintained. . . . Artificial lighting of the rooms is not resorted to until all window shades have been raised to the tops of the windows.

At least half of the homes of patrons of the school are represented by membership in the Parent-Teacher Association. Before the end of the tenth week of the semester a parent or guardian of every pupil visits the child's room, shakes hands with the teacher, and signs the visitors' register.

Every teacher uses an up-to-date plan book, and has her work planned always at least one day ahead.

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The principal and teachers have a 100 per cent. membership in the Evansville Teachers' Federation and in the National Education Association.

All teachers of the building train the pupils for accuracy and good attention by giving directions, instructions and questions to pupils in class time only once. The teachers also refrain from repeating the answers of the pupils.

Silent reading is taught exactly in accordance with the teachers' manuals accompanying the textbooks.

No problem in arithmetic is considered solved, nor is any computation finished, until it has been proved.

C. A. Fisher of the Extension Division of the University of Michigan estimates that 50,000 people in Michigan are enrolled in adult illiteracy courses.

The Ethical Use of Wealth

By D. W. ADAMSON, M. A.
Principal, Garfield Evening High School,
Los Angeles

WEALTH, a term so commonly applied to all material or economic goods existing in the world today, is produced by the combining and coalescing of three very important factors; nature, which includes all forces external to man; labor, which includes all mental and physical activities of man having any economic significance; and capital, which includes anything held or used for the producing of additional wealth.

Economists when speaking of nature invariably use the term "land." For their purposes, no doubt, such a term is correct. If, however, it is desired to convey the altruistic as well as the economic meaning of the word, then the term nature must be used.

Nature is the God-driven machinery of the universe. It gives life, light, heat, water, and land to everyone, and besides controls the growth and functions of all living creatures and things. Nature is truly the source of all wealth.

Socialists do not agree with this conclusion. They maintain, generally, that labor creates all wealth. But one need but "Consider the lilies how they grow: they toil not, they spin not; and yet I say unto you, that Solomon in all his glory was not arrayed like one of these," for nature's own refutation of this absurd theory. Man has never fashioned such values as the trees of the forests, the grass of the plains, or the gold of the mountains!

Economists are somewhat more catholic than their Socialist brethren. They are a little more sympathetic toward the idea advanced herein. However, they probably lay too much stress on the incentive to gain, generally taken to mean the storing up of capital, and not enough on the human motive.

But neither the socialistic nor the economic theory jeopardizes the statement that nature is the source of all wealth; most certainly not when one knows labor is but a combination of human motive and raw materials, and capital but little less than nature fashioned into those things which have utility and value in satisfying human needs, or which may be used as the machinery of production for satisfying future needs. Nature is the source from which all wealth emanates.

Man is the overseer of the economics of wealth known as production, distribution, and consumption. No human law, therefore, can thwart the purpose of wealth: that the fruits of the earth are for the needs of man.

Perhaps no two men have exactly the same motive in accumulating and using wealth. Professor Veblen maintains that "Among the motives which lead men to accumulate wealth, the primary, both in scope and intensity, therefore, continues to belong to this motive of pecuniary emulation." This, no doubt, would be man's primary motive for seeking wealth if all men possessed the same kind of wealth, or had an equal amount of wealth in the beginning. But only about ten per cent. of the American people are born into an environment of a ready-made competence. Pecuniary emulation, therefore, in all probability, is not the chief motive for the acquisition of wealth. The primary motive lies deeper than the love for money. It is the motive of self-respect, the respect of one's fellows, and the belief in the Divine. It is the motive of co-operation and human progress, the very up-keep of a productive civilization.

This motive, "pecuniary emulation," probably does not begin to grow until a man has laid by a competence for himself and loved ones. It is abnormal in most men, being nothing more than a motive of greed which creeps in when money begins to own man and man begins to make Mammon his God.

> "Ill fares the land, to hastening ills a prey,
> Where wealth accumulates, and men decay."

Man is the steward of wealth. He should use it wisely and well by investing in such a way as to insure a competence for himself and family in old age and a clean bill of use at a later date; investments which would render, when his expenses of a decent living and the interest on God's money were paid, the most service to civilization. Investments of this type would enable him to fulfill his purpose on earth as well as the purpose of the wealth flowing to him.

What part of the wealth which man fashions from nature by his labor and the use of capital should he appropriate for himself as entrepreneur and what part should go for the advancement of civilization? Such questions were as much cause for worry in the time of the Christian Fathers as they are today. Indeed, it has been a mooted question since the Christian era. And in these days of relief campaigns and colossal fortunes it is even more mooted than at any previous time.

Both the Old and New Testaments declare that the surplus wealth should be distributed to the indigent, or used in such way as would best promote Christian brotherhood among the peoples of the world. There are not so many statements regarding principal as regarding

income and surplus. But "If thou wilt be perfect, go and sell that thou hast, and give to the poor, and thou shalt have treasure in heaven." For "What shall it profit a man if he gain the whole world and lose his life or himself be a castaway?"

Two thousand years have brought about many changes in the economic and religious life of the peoples of the world. What constituted a respectable living in those days would be insufficient for pin money today. The religious teachings of those days have been supplanted, to a great extent, by sentimentalism. It is not surprising, therefore, that there is confusion in regard to what man owes civilization. A generation which has not been disciplined in moral obligations does not know the cost of the more abundant life. Nevertheless, the moral law, the fruits of the earth are the property of its inhabitants, and each is entitled to share according to his respective needs, still holds good.

Man has taken advantage of his environment, increased many fold the wealth which he has so selfishly used, and raised the standard of living. He has neither relinquished nor rejected his stewardship. Consequently the present generation finds itself in a comatose state, nauseated by the present order of things.

Twentieth century theorists have not been able to disprove the fact that Nature in all her glory is for the common use of man. No one can say that Nature is unjust in her plan. There is no dodging the fact that every man is entitled to a respectable living. This, however, does not give him license to covet his neighbor's sustenance, or to placard himself with the well-worn sentence, "Self-preservation is the first law of Nature," which hides a multitude of sins and applies only to the animal kingdom.

A respectable living is a simple living which will enable a man to place himself beyond the parasitical stage in old age in his respective environment. The competence or independence which a man is entitled to lay by depends upon his environment or the amount required for his respective station of usefulness in life. "The laborer is worthy of his hire." The manual laborer does not need so great a store of wealth as a captain of industry. He would have no legitimate use for it. His motives in life, no doubt, are just as worthy as those of the captain of industry; his faculty for benefiting society, however, is not nearly so great. He is not entitled to the use of so much wealth as the captain of industry because he could not utilize it to the advantage of society. A man, therefore, is entitled to the amount of wealth which he can conscientiously use in bringing about the realization of his motives in so far as they are beneficial to civilization. For this

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very reason the amount of wealth a man is entitled to use, over and above a respectable independence, is limited only by his productive talents.

There are some men who, under the present order of things, feel that the Biblical standard of what a man owes society is impossible. Yet everyone feels that he owes something for the up-keep of civilization. Is your account with civilization written in red?

Instrumental Music in the Schools

By HELEN N. O'CONNOR
Director of Instrumental Music, Revere, Massachusetts

WE ARE a practical people—we Americans—and we are constantly putting into our public schools things of practical value. Yet it has taken us years to realize the importance and practical value of a system of instrumental instruction. Through the perseverance of a few pioneers the achievements of the past ten years have been remarkable. The future holds great promise. If we are ever to become a musical nation, and if, from a practical viewpoint, we are ever to lead the world in music as well as commerce, it must be through the public schools, and every administrator feels the urge toward a Golden Age, when it will not be necessary to import foreign musicians for our concerts and symphony orchestras. The new era will provide an avocation in instrumental music—a relaxation from strenuosity along other than physical lines—and will go far toward fulfilling the prophecy that "somewhere along the pathway of life there is a musical instrument for every child."

Perhaps the high lights of this country-wide movement are the High School orchestras and bands. They have become a recognized force in almost every community and have risen to a position of serious achievement. The band, especially within five years, has leaped from a position of musical disrepute to a lofty ideal. Yet neither one of these organizations "just growed," like Topsy. Not at all! They are the results of vision, and persistency, and co-operation and skill over a long period of years. And who shall say that courage was not the watchword back in the palmy days when the two clarinets were in different keys, when the trumpet-slide did not work and when the flute player was constantly off pitch? All that is passing, and in place of the hit-or-miss situation of yesterday we have a systematic plan of instruction through the elementary grades; and everywhere competent leaders are promoting, expanding and standardizing. The community without an organized instrumental system today is asking: "How shall we get one?"

Fundamentally, the first step is in the primary grades, where rhythm, reliability and the relation of the individual to the groups are all taught in the most delightful rhythmic experiences. Fife and drum and bugle corps and harmonica bands are fostered from the fourth grade, providing, as they do, for the evolution of an orchestral consciousness. Intermediate ensembles function as early as it is possible to organize them, and the Junior High School orchestra assumes the dignity and importance of a toy symphony. The unusual instruments, owned by the high school music department, are exhibited and demonstrated in the grades, so that students know something about the existence of the viola, the tuba, and the oboe before entering the senior high school.

The feasibility of transferring pupils from one instrument to another is of paramount importance, as it devolves upon the director to develop players for the string bass from the violin, for the French horn from the trumpet, and for the bassoon from the saxophone. Sectional rehearsals, string quartettes and brass ensembles motivate finer technique. Classes in piano, violin, cornet, and clarinet, either wholly or partly paid for by the pupils, do much toward spreading the gospel of instrumental music.

A word about music contests—the questionnaires never miss them! Certainly it will not be denied that they are a splendid basis for the motivation of the year's work; they stimulate interest throughout the student body and the community, and furnish a fine opportunity for developing good sportsmanship. One superintendent of schools made an excellent point when he said to his students: "I congratulate you not because you won first prize, but because the winning represents tangible evidence of your reward for conscientious work."

If the prime function of the public school is to educate and if education means preparation for a life of rich significance, it must offer opportunity of instruction to every child. For those who choose music as a vocation—and there are many—the practical training will be a stepping-stone. Those who enjoy instrumental music only as a recreation will have received the power of discriminating and sufficient instruction to instill in them an appreciation of the best that music offers.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Apple Trees

When most people want an apple tree they go to a nursery and pay three dollars for it. That is a good way, but I think I have a better one. I want an apple tree very much right now and I have the three dollars and know where there is a nursery, but in spite of all, I am going to get my apple tree in the following way:—

Down in a swampy place that I know of there is a fine wild apple tree. It is very strong and healthy. I am going to dig it up and plant it in my yard. Now what good is a wild apple tree? Not much good, I'll admit, as it stands, but, like all wild things, it can be tamed and its wild strength used in very useful ways. When this wild tree has got nicely started in my garden I shall go to one of my neighbors who has a fine Baldwin apple tree and I shall say: "Do you mind if I take a twig from your apple tree?" He will not mind, I am sure; then I shall go to another neighbor, who has a fine Russet apple tree and I shall say: "Do you mind if I take a twig from your apple tree?" I am sure he will not mind, either; then I shall go to another neighbor who has a fine Greening apple tree, and I shall say: "Do you mind if I take a twig from your apple tree?" and when he says he won't mind, I shall take a twig from his tree and carry it, with the other two, back to my wild tree. Now comes the interesting part. I shall select three strong limbs and cut them off a short distance from the trunk; then I shall cut a wedge in the end of each limb and insert one of the twigs in each wedge. I shall be careful and fit the twigs neatly into the wedges; then I shall bind the cuts with wax and wait developments. I know just what will happen. The twigs will grow to be a part of the wild apple tree, but each one will bear its own kind of fruit. Someday I shall have a tree with Baldwin apples on one limb and Russet apples on another and Greening apples on another.

You may not think so, but the same sort of thing is going on every day in the making of our own characters. We all start with wild stock; then we begin to graft things on to it. We are not always careful of the quality of the stock we graft on to ourselves. Sometimes we pick out a bad habit, such as cigarette smoking, and later on in life we pick the fruit and find it bitter and poisonous; sometimes we pick an evil twig which bears an enormous crop of lies and which is known all over the countryside for the fruit it bears. Instead of this we should always be on the look-out for good twigs to graft on ourselves. We can find them everywhere if we but look. There are twigs of cheerfulness that will bear apples of happy hours; there are twigs of carefulness that will bear beautiful apples of success; there are twigs of honesty, whose fruit is sweet to the taste of everyone; there are twigs of love for others, under whose branches our friends and neighbors will come and rest when the day's work is done; and then there are twigs of friendliness with God, whose golden apples are the ones men have sought in many strange places and strange times and never found on this earth ready for the picking, but have always found hanging within reach in the world beyond.

So the next time you are tempted to select a twig whose fruit you know will be bitter as the apples of the Dead Sea, just brush it aside and select instead a bright glistening twig, whose fruit will be sweet and luscious and of good keeping quality all the days of your life.

The Two Shadows

Two men approached each other on a great plain. One was walking with his face to the sun and him a dark shadow went after. One was walking with his face away from the sun and him a dark shadow went before. Now it happened that the plain was rough to walk over and filled with poisonous plants armed with sharp spines and filled also with serpents that lay in wait for the unwary feet. Before him who faced the sun the whole plain was alight and the rough places easily to be seen and the poisonous cactus easily to be avoided, and the deadly serpents easily to be guarded against, for there was no shadow before him, hiding the dangers of the way. In front of him, however, who faced away from the sun there was the deep blackness of his own shadow about his feet and hidden in the shadow lay the pitfalls over which he stumbled and the cactus that pierced his flesh and the poisonous snakes that darted out to strike him.

And as the two men met in the very centre of the plain the one who went with his shadow before him stumbled and fell and lay motionless, groaning as though in great pain.

"My brother," said the man who faced the sun, "you are weary and lame from much stumbling and wounded from the thorns. Drink freely from the water that I carry and let me bind up your wounds and comfort you." Whereupon he laid down his burden and helped his sick brother, binding up his wounds and sitting with him until he gained new strength. When the time came to journey on again the two men rose and faced each other. "My brother," said the man who faced the sun, "Is it to your liking that you travel with your shadow before your feet?" "Not to my liking," said the other, "but how else am I to reach the city of my desire since it lies far off in the direction I am going?" "And the name of the city?" asked his fellow traveler. "The City of Worldly Delight," said the other. "where there is no God but pleasure and where men live without toil and eat without sweating in the fields." "Alas," said the traveler who faced the sun, "the shadows shall lead you on until you fall into the bottomless pit. Do you not see that you have your back to the light which the Father sends to all of us? Do you not stumble because of the shadow before your feet? What can you expect darkness to lead you to but deeper darkness? At his words his fellow traveler sighed. "I have found the journey a lonely one," he said, "for I have passed so many travelers like yourself, going on into the light. I have stumbled often and none cared until you picked me up. Because of your great mercy I am minded to turn about and go with you." And behold as he spoke he turned about and the shadow which had always been before his feet now fell in behind him and bothered him no more.

The Reflection

As I came along this morning reflections rested on the surface of the little brook where the dark roots of the old oak made a calm pool under the mossy bank. A golden leaf swung idly in the water like an anchored treasure ship in some harbor in old

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Spain. It, too, had a golden reflection that retold its lovely story, line for line, and color for color, making out of one beautiful thing another even more beautiful because of the spirit-glory that went with it.

Far below, apparently, under the golden leaf, lay the blue sky, like a pavement of soft pearl across the bottom of the pool.

Wherever we see a reflection we know that something real is not far away. The reflection of an oak means a sturdy tree upon the bank; the reflection of a leaf means a real leaf somewhere above; the reflection of a boy's laughing face means a real boy on the bank; the reflection of a noble deed means a noble soul behind it; the reflection of a lovely song means the singing spirit of a bird or human being; all nature, in reflection, shows forth the great Spirit behind all things.

So there is a deep meaning in the reflections in the pool; the golden leaf at anchor and the far blue pavement of the sky; somewhere behind, in that unseen world where all the real things are, lives the author of all we see and hear and know about.

The golden leaf is but a glimmer of His glory and the far blue pavement of the sky but a faint evidence of His power and majesty.

The Defective Window Pane

Yesterday I happened to sit next to a car window. Evidently the glass in the window pane was not extra good, for as I looked through it down to the rails on the track next to us I was amused at the peculiar movement that the glass gave them. They rippled and twisted like a shaken rope. Of course I know that the trouble lay in the defective window pane that I looked through. Otherwise I should have told the conductor about the bad piece of track that ran along beside us.

I am sure all of you have had similar experiences. I have no doubt but what right now you can see the world twist, by moving your head as you look through one of your school window panes.

If I were to tell you that almost every day you have similar experiences in your spirit world you might accuse me of stretching the truth in order to point a story; so I am not going to tell you all that, I am, instead, going to point out a few peculiar things that happen to all of us.

Suppose we are very angry. Does the world look the same to us? Do we see the pleasant things? Are they not twisted out of shape into disagreeable and ugly things? Do we see the lovely things? Are they not distorted and pulled out of line by the anger that we gaze through? Are not their colors dimmed and their beauty of design destroyed? And yet, you and I both know that things are just as pleasant as they ever were and things are just as lovely as they ever were, and that whatever change we find in them exists only in our own soul.

Suppose we form a bad habit, swearing, or cigarette smoking, or telling dirty stories. Is the world about us just as wonderful to live in as it was before? Are we as happy as we were before we swore, or smoked, or told that dirty story? Did not the evil in the habit bring a queer change over the things about us? I am sure you will agree it did and yet you and I both know that things did not change. The person before whom we swore is just the same although he has lost respect for us. The body that we punished with the cigarette is just the same body, although weakened by our vice; the ears into which we poured the dirty story are the same except that they have been corrupted by our evil thoughts.

To me, therefore, there seems a very close connection between the ripple in the poorly made glass window and the warp sometimes found in the characters of people. Both change a lovely orderly world into a jumble of distorted lines, which flow on and on without beauty and without happiness.

Let us, therefore, clear the vision of our souls of distorting things; evil thoughts, evil acts, evil words, anger, laziness, envy, and the other flaws that mar the transparent beauty of our characters.

The Rainbow

Today it rained; all through the dismal hours the golden leaves tossed by the window like wind-driven birds. Then, suddenly, the clouds spun apart and the glorious evening sun burst through, falling on dripping trees and drenched meadows like a bright blessing straight from God. No words were said, no thunder rolled, and yet the human heart leaped up to meet the blessing of the sky. Then, wonder of wonders, a rainbow spanned the east, like a far flung bridge in which all the glorious flowers of the last summer, the sunsets, the wings and breasts of birds, the hues of every glorious autumn leaf found perfect place.

It was just as though God came walking down across the earth to see personally that all was well.

Perhaps a million eyes beheld that marvelous bridge on which God crossed from heaven into heaven. To each it was a perfect arch seen from one central spot on which he stood, alone, of all the race.

Somehow I feel that the same mysterious thing is true in our spiritual lives. God's truth, a mighty rainbow of promise, arcs above our heads. We, each, see it from our own central place. Some see it clearly, with no houses or trees or hills between; some see it faintly, lost in the worries of a thousand cares; some see it not at all because of blinded eyes, to which all color is the same.

God's truth, whether seen or not, arcs above us, eternal and vastly beautiful, a promise after storm, a pledge that God lives, an invitation to a better world, a bridge that stretches off from earth to heaven, and best of all our own particular bridge, that arcs above for us alone, over which no other feet may go; whose glorious heights no other soul may climb.

Just as after the storm each has his own lovely rainbow, so after life is done each has his own way to go into that far country of the soul.

Just as no one can see another's bow, and no one can travel another's road, so no one should say: "My rainbow is more beautiful than yours, or my road is a better road than yours." Rather should we say: "God speed, my brother, may we meet at the roads' ends where all paths lead up to God."

The letter "Order of the Bath" printed in the issue of September 5 was, through an oversight, printed as though the work of Mr. Egan. As a matter of fact Mr. Egan quoted this article from a trade journal.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

School-Tax Burden Rests Heavily on Farmer

The farmer's school-tax burden is particularly heavy as compared with that of city dwellers, according to Katherine M. Cook, chief of the division of rural education, Bureau of Education. About three-fourths of the money spent on the public schools in the United States comes from local sources. Practically all of this, as well as a portion of that raised by state and county units, comes from property taxation. These two factors, namely, dependence on local resources and dependence on property taxation as the chief source of school support, render the farmer's school-tax burden particularly heavy as compared with his city fellow-citizen, while the returns he receives in education facilities for his children are not usually commensurate with the effort nor equal in efficiency to those offered in urban communities.

Finances Handicap Schools for Adults

The movement for public evening schools for adults has been seriously handicapped by uncertain financial provision, declares L. R. Alderman, the Bureau of Education's specialist in adult education. Lack of understanding on the part of the general public of the importance of the work is largely responsible for this handicap, he said. In the past public schools were thought of as being almost exclusively for youth, but recent studies show that formal learning should not stop there. He quoted results of a recent study by Dr. E. L. Thorndike to show that adults excel as students.

Improvement Noted In Mental Hygiene

In elementary and secondary schools, says the Bureau of Education, the better understanding of the child mind (which means fine appreciation rather than classification by tests) is leading to better mental hygiene. The fitting into grades in school by the measure of general progress, rather than advancement in one subject, and above all the avoidance of the terribly depressive and repressive repetition of a grade must redound to the physical and psychic welfare of the child. Each year sees a better appreciation of the fact that the exceptionally gifted child is often the one on whom the world depends for later guidance along the lines of his special aptitudes, and the physical health of such children is receiving better care through better understanding of their peculiarities. The child of very deficient mental powers is also receiving attention by fitting his school work to his abilities and looking in such training to his future welfare.

Modern Engineer Put "World in Its Place"

Engineering development is responsible for the marvelous mechanical accomplishments of the age, declared Dexter S. Kimball, dean of the college of engineering, Cornell University, before the American Society of Mechanical Engineers in Seattle. Although the Indians had the same resources, he said, that we are now using, such resources lay untouched. Machinery for the further development of both water and steam power is one of the big promises of the immediate future. Men of special knowledge will be needed more and more.

Boys Learn Building While Going to School

Schoolboys in Utica, N. Y., become practical builders through the construction of dwelling houses, undertaken in vocational classes. The building project during the past year was the construction of an eight-room colonial home, with ground dimensions of 30 by 40 feet. The boys did all the actual work with the exception of plumbing, plastering, and installation of heating plant. They spent half their time on the job and the remainder in the classroom. Each building is independently financed, with the approval of the board of education. The house is built for a private owner, who provides a suitable lot in the vicinity of the school and furnishes supplies and materials. He pays a small fee, equal to a percentage on the total cost of the job, and the money goes into an equipment fund.

Lynn Newsboys Get Scholarships

Six Lynn, Mass., newsboys have been awarded scholarships that will enable them to enter institutions of higher education with the opening of the fall term. Their tuition will be paid from the Lynn Newsboys' Scholarship Fund. The awards this fall bring the total of scholarships credited to the fund up to sixty in a period of fourteen years since the Lynn Newsboys' Association was organized. The major portion of the fund is raised through the proceeds of an annual ball and entertainment, although many business men have been generous contributors.

Enrollment Heavy In Industrial Classes

Student registration for higher courses of learning, now in full swing at schools and colleges throughout the United States, are equally in evidence at the Highland Park plant of the Ford Motor Company, where tool and die makers, draftsmen, machinists and other workers interested in practical shop mathematics and mechanical drawing are enrolling for advanced courses in these subjects. Although college subjects are emphasized in these educational activities of the Ford Company there are "prep" school classes also for those who must obtain a thorough understanding of arithmetic and other prerequisites of higher courses.

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Teachers' Pay Based On Length of Studies

A new salary schedule adopted by the city school system of Cincinnati divides the teachers of the system into four groups, based on preparation. Those of Group 1 have had two years of normal school preparation and their minimum salary is $1,400, which may be increased to $2,000 by annual increments of $100. Group 2 embraces teachers with three years of normal school preparation; they receive $1,500 as a minimum and may advance to $2,500 by annual increments of $125. College graduates comprise group 3; their minimum salary is $1,600 and they may advance to $3,250 by annual increments of $150. In Group 4 are those who have the equivalent of a year of professional preparation in addition to four years of college credits, and who have served at least a year at the maximum of Group 3; they receive a minimum of $3,400 and a maximum of $3,500.

School Music Work Expansion Proposed

New opportunities for study of music will be open to pupils of the Technical High School and High School of Commerce in Springfield, Mass., this year, through the appointment of Leroy W. Allen, formerly of Edgewater, N. J., as full-time director of musical activities. Orchestral and glee club work will be expanded. Mr. Allen is a graduate of the University of California and received a master's degree in music from Columbia University. This will give the two schools advantages similar to those already afforded in the Central High School.

Head of College Goes to Class

Being president of Mills College did not deter Dr. Aurelia H. Reinhardt from enrolling as a student in an adult summer school given in Oakland, Calif., under the auspices of the California department of education. It is necessary for an educator to study continually, she explained, in order to keep up with the progress of the world. The classes in which President Reinhardt enrolled dealt mainly with social progress in the United States. Discussions concerning labor and industry, assimilation of races, and our political institutions were held.

School Attendance Increased in India

Increase in the percentage of school-going population and in the number of adult-education centres in the Punjab during 1926 is reported from India. Among other evidences of progress the following are cited in an official report on Indian education for that year: Arrangements for establishment of 1,600 billage libraries; establishment of additional universities at Madras and at Agra and of a school of mining at Dhanbad; and raising the status of the Forest Research Institute at Dehra Dun. Mention is made of an experiment in the introduction of the vernacular as a medium of instruction at Andhra University, Bezwada; of the establishment of Marris College of Hindustani Music at Lucknow; and of the opening of facilities for naval training to Indian students.

Uncle's School Lasso Rounding Up Navajos

The annual educational "roundup" of Navajo Indians on the reservation near Shiprock, N. M., is in full swing. Soon more than 200 Navajo boys and girls will be enrolled as students in the schools of Uncle Sam. The most thorough census ever undertaken in the San Juan jurisdiction of the Navajo reservation has just been launched by Captain Herbert Redshaw of the Government Indian service. As a result enrollment in the reservation's schools this year is expected to set a new high mark. Each year Captain Redshaw and his aides scour the reservation to get every Navajo boy and girl of school age. Just a few years ago parents of these young children actively opposed the efforts of the government to educate their children. Many are now eager to send their children to the schools.

Advises Teachers To Foster Hobbies

Trenton, N. J., school teachers were told recently by Dr. Henry Turner Bailey, director of the Cleveland School of Arts, to preserve hobbies among their pupils despite the occasional outbursts against them. He said that one of the most important duties facing teachers was to instruct children in using their leisure time. The use of leisure, he declared, determines the future of a child. If a teacher has a hobby that teacher is alive and her usefulness will be increased immeasurably if she can persuade her pupils to have hobbies, he said.

Negro Farm Schools Encouraged in South

Racial relations in the South are improving, and evidence is found in the general attitude among the whites of the South toward improvement of educational opportunities for negroes, Dr. E. H. Shinn, chief specialist in agricultural education, Department of Agriculture, told the National Association of Teachers in Colored Schools, meeting in Nashville recently. Greater attention is now given negro farm schools. "Effective education of the negroes of the South is essential to the welfare of the South as well as to the nation," said Dr. Shinn.

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The Latest News of ARLO BOOKS

1. PENNIE (our reader for upper first, and second grades) first edition is nearly half sold! If you come early, we'll have one of this edition left; if not, you may have to give us time to catch our breath and begin again.

2. A letter this week from our publisher informs us that the English edition of ARLO BOOKS is being distributed through the entire British Empire. Australia will be one of their principal fields of work this fall. It will seem strange to get reports of a little class in New Zealand reading about CLEMATIS and her cat.

3. We have a letter this week from a lecturer and reading specialist, who asks for our latest books to have for demonstrating purposes.

THE ARLO PUBLISHING COMPANY
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Vacationing this month?

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TREND OF THE TIMES

ILLEGAL RESIDENTS in this country number from one to three millions and are therefore subject to deportation if they can be apprehended, declares Harry E. Hull, commissioner of immigration. Last year 173,000 illegally entered aliens were registered in prisons and asylums in the country. Approximately 1,000 aliens are deported each month, most of them lunatics or criminals.

PRESIDENT'S VACATION in the Black Hills accounted for 2,127,205 words being sent out by telegraph, reporting the activities of President Coolidge and the Summer capital. This great number of words was transmitted from June 15 to September 9 inclusive. The figures include the dispatches of the press associations and special writers. The President's vacation last year at Paul Smith's, New York, was covered in 1,250,000 words.

BEAUTY IS PREFERRED by the average American women in a choice with brains, is the opinion of Dr. Henry J. Schireson, a Chicago plastic surgeon. "You seldom find a beautiful woman who is really intellectual," he asserts. "Beauty is soft, tender and serene. Great intelligence is biting, hard and troubled. And the beautiful woman who seeks to add to her charm by becoming intellectual will find that she loses the gift already in her possession."

CRUELTY TO MACHINES would be curbed by an Italian Fascist "Society for the Prevention of Cruelty to Machines." The principal object of the new society is to safeguard the life and rhythm of machinery, especially of motors, "which are the most sociable of all machines." Italian futurists have always regarded the machine as the "synthesis of the new aesthetics, which will change the face of the earth by means of a futuristic reconstruction of our planet, entirely geometrical, artificial and automatic."

NEW ZEALAND'S government, in an act just passed, confers upon the administrator of its mandate in Samoa —whose rule was already an arbitrary one—express powers to banish or deport those who criticise his actions.

BELGIUM is about to start on three great public enterprises. First, the harbor of Antwerp will be enlarged to reach three times its present size; second, the entire country will be electrified as far as the hydraulic forces of the country permit; and third, the waterways of the nation will be improved so as to make transportation of mine products easier and cheaper and prevent inundations in southern Belgium.

ADMIRALS for the United States Army are the latest. The armada of transports, mine planters, harbor boats, yawls and scows has reached such proportions that the army has found it necessary to train some of its officers in ship construction, design and repair. The Navy has agreed to lend a helping hand.

VILLAGE BLACKSMITH who is passing from every crossroad, hamlet and village places the farmer under a handicap if the latter has horses to be shod. The solution of the problem, in large measure, develops upon the farmer himself in learning to do the work on his own farm. He must learn to care for the feet of his work stock properly and to shoe his horses, or else he must buy tractors.

VETERAN LOANS now number approximately 487,000. Nearly $46,000,000 has been loaned by the banks of the country on adjusted compensation certificates of veterans. In addition the Veterans Bureau, which commenced making loans April 1, has made more than 225,000 loans, totaling nearly $21,000,000.

AMERICAN AVIATORS now hold twenty of the eighty-four world airplane records officially recognized by the Federation Aeronautique Internationale of Paris. This is the largest number held by any individual nation. France, Germany and Italy rank next in total records held, with about eighteen each.

LIGHTNING represents less power than is generated in electric plants in this country, according to F. W. Peck, Jr., consulting engineer for the General Electric Company. There is an average of 1,800 thunderstorms in progress in the world at any one instant, he states. These give 300,000 flashes per hour, of 1,500,000 horsepower operating continuously. This is compared with the 32,500,000 horsepower capacity of generating stations in the United States.

EVERY DAY in school pays a pupil $13.33, and, correcting United States Department of Education figures for 1913 to accord with the value of the present dollar, an average high school graduate's lifetime earning capacity is computed at $53,000.

The BOOK TABLE

THE SCHOOL BOARD MEMBER. By John C. Almack, Ph.D., Stanford University. Cloth. 280 pages. New York: The Macmillan Company.

This is the only book we remember to have seen on this subject, which is rather surprising. There have been chapters on School Board Members in books on School Administration. They have been largely general advice, often telling these School Boards what not to do rather than what to do, but here are nearly 300 pages telling what they can do and how to do it.

A sample of the professional skill of the author is the "Scale for Rating the Efficiency of School Board Members." There are twenty essentials of a good school board member. Among these are belief in the public school, interest in the community, ability to co-operate, ability to withstand criticism, loyalty to associates, sense of justice, willingness to progress, persistence, ability to get things done, open-mindedness, courtesy and good nature.

Here are a few suggestive sentences: "Organization is the process of combining the efforts of many in the achievement of a common purpose. . . . The school director has authority only when in the regularly called meeting. . . . Planning is the function of the board which is deciding what the school should do and it shall do it. . . . It is the duty of the board to see that schools are well financed. . . . Conduct to be ethical must meet general social approval. . . . The school board is a powerful instrument in guiding the destiny of the state, the nation, and society."

TEACHING ARITHMETIC IN THE INTERMEDIATE GRADES. By Robert Lee Morton, Ohio University. Cloth. 353 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

What would any one have said even fifteen or twenty years ago if it had been suggested that there might be textbooks of more than 350 pages on the teaching of arithmetic in the fourth, fifth and sixth grades! The surveys all insist upon "less arithmetic." Now as a matter of fact teachers can get much better results in these three grades in much less time than formerly because a book like this keeps the pupils moving ahead all of the time. In the best schools sixty years ago a class was often kept a year on thirty pages, whereas today children master 120 pages much easier than they did thirty pages then. Then one-third of a child's time in the fourth, fifth and sixth grades was given to arithmetic. Now pupils learn vastly more in half the time and use it more reliably, and retain the facts and processes longer. Professor Morton of Ohio University has been especially skilful in arranging subject matter and in the evolution of methods and devices so as to secure and retain the interest of children not likely to enjoy arithmetic.

ESSENTIALS OF TYPING. By J. Walter Ross. Size of page 8 by 11 inches. Baltimore: The H. M. Rowe Company.

This book for practice and instruction uses the line as the unit instead of the word. The typical practice line contains words which embody an identical two- or three-letter combination. The combinations selected for practice in this way are those which extensive investigation has shown occur most frequently in English words. Since the words in the line are *different*, the student must follow copy, with the result that concentration is developed. The repetition of the same combination occurring within the words makes for early and continuous acceleration in writing. The introduction of common phrases and the grouping of new words with words previously practiced are features which develop thought-compelling repetition.

The lessons require the use of all the fingers from the beginning. This is the easiest and most effective way to teach correct hand position. All the exercises are so constructed that it is to the student's immediate personal advantage to use correct habits.

"Error analysis and corrective measures" leads the student to detect the causes of errors and provides for the correction of wrong reach or stroke habits.

FROM PANAMA TO CAPE HORN: A South American Reader. By Ethel Imogene Salisbury. Third volume in Interamerican Geographical Readers Series. Cloth. 294 pages. Illustrated. Yonkers-on-Hudson, New York: World Book Company,

There is no healthier sign of the times educationally than to have the school direct and inspire out-of-school reading, and there is nothing that will do so much to stem the tide of weak and vicious reading as the healthful and thrilling reading of young people. Such reading to be stimulating and achieving must be real school work, must be work with which they are credited and upon which their school standing is established.

There is nothing that will do as much to unify all the American peoples as to have pupils and students read searchingly about the South American countries. Time flies and before any one will realize it the schools of today will have sent a generation into America's industrial, commercial and professional life. School use of such books as Miss Salisbury has in her Interamerican Geographical Readers will stabilize the relation of the countries of the New World much more than the Monroe Doctrine of their great-grandfathers.

To many children South America is only a vague region. "From Panama to Cape Horn" will give them a real conception of this rich, romantic country, its widely assorted population, its vivid history, and its commercial possibilities.

The struggle of the Latin American peoples for independence is especially significant for American pupils. The varied customs, home life and the strange mixture of races need to be appreciated as they are vividly portrayed by Miss Salisbury. The country is here revealed as a land of opportunity, progressing rapidly toward commercial influence and power.

PROBLEMS IN CLASSROOM METHOD. A Manual of Case Analysis for High School Supervisors and Teachers in Service. By Douglas Waples, Ph. D., University of Chicago. Cloth. 609 pages. New York: The Macmillan Company.

Dr. Waples is making a real contribution in this presentation of "Problems in Classroom Method." No one has written more needed wisdom than he has in these sentences: "The quest for new principles alone deserves the name of pure research. . . . The findings of pure research have little or no meaning to the classroom teacher until they are applied to teaching problems. . . . Teachers need to be shown how principles apply to specific classroom problems."

Here is a sentence throbbing with the aching heart of many a teacher because "most professional literature concerning classroom teaching is still organized with primary reference to psychological principles of learning rather than to specific problems of teaching." Dr. Waples makes an heroic effort to change the trend of professional research and psychological ambition to better service to teachers and children. It is a book that nobly challenges the professionalists of the day. We rejoice in the appearance of this book at this time.

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He Found Out

"Willie," said his mother, "I wish you would run across the street and see how old Mrs. Brown is this morning."

A few minutes later Willie returned and reported:—

"Mrs. Brown says it's none of your business how old she is."—Boy's Life.

Time's Up

A busy lecturer consented to give a talk before a business men's club, but he stipulated that he should not be detained for more than forty-five minutes. The chairman could not resist making a long speech of introduction, and when he concluded with the words: "Now I will call upon the lecturer to give us his address," the lecturer, looking at his watch, found that forty-four minutes had been consumed. He, therefore, stood up and said: "My address is 978 Walnut avenue. My time is up, and I am going there now."—Wall Street Journal.

Watch Your Step

The bored youth turned to his dinner partner with a yawn.

"Who is that strange-looking man over there who stares at me so much?" he drawled.

"Oh, that's Professor Jenkins," she replied, "the famous expert on insanity."

In On the Next Chance

Visitor — "Sorry I couldn't get to your wedding."

Film Star— "Never mind, I'll have another one soon." — Progressive Grocer.

To Be Sure

Gloomy Gus—"Women aren't what they used to be."

Sunny Jim—"Nope, they used to be girls."—Capper's Weekly.

Figure It Out Yourself

He—"Is she inclined to be progressive or conservative?"

She—"I don't know. She wears last year's hat, drives this year's car and lives on next year's income."—Capper's Weekly.

Playing the Game

Patient (to pretty nurse)—"Will you be my wife when I recover?"

Pretty Nurse—"Certainly."

Patient—"Then you love me?"

Pretty Nurse — "Oh, no; that's merely a part of the treatment. I must keep my patients cheerful; I promised this morning to run away with a married man who has lost both of his legs."

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A Health Creed for Teachers

The following health creed has been formulated for teachers by Dr. Florence A. Sherman, assistant medical inspector of schools of the New York State Education Department:—

I believe in a yearly health examination.

I believe in prompt attention to physical defects found.

I believe in following carefully personal health directions given at time of examination.

I believe in embodying and radiating health.

I believe in practicing daily health habits.

I believe in being an example in personal hygiene.

I believe in making health contagious by example and enthusiasm.

I believe a healthy, vital teacher is an index of her school.

I believe a teacher is largely responsible for the physical, mental, and moral health of her pupils.

I believe in acquiring and in endeavoring to give to others the health point of view.—Hygeia.

Meetings To Be Held

SEPTEMBER.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

27-29: Montana Education Association, R. J. Cunningham, 9 Kohrs Building, Helena, Bozeman, Great Falls, Miles City.

See the Magazine, EDUCATION, for September

CONTENTS

Ruskin's Influence on Present-day Thought. *Jason Almus Russell, Cornell University, (Ithaca, N. Y.)* 1
Measurement and Analyses of Student Achievement in a Beginning Course in Educational Psychology. *Winona M. Perry, University of Nebraska, Lincoln, Neb.* 12
Education. (Poem) *Linda Rider* 22
Do Teachers' Marks Vary as Much as Supposed? *Frederick E. Bolton, University of Washington (Seattle)* 23
Youth. (Poem.) *J. R. Clemens* 39
Character Education as Formal Discipline. *Harry Preble Swett, State Normal School, Plymouth, N. H.* 40
Teaching the College Student "How to Study." *Paul A. Witty and Harvey C. Lehman, University of Kansas, Lawrence, Kansas* 47
The Race Problem and the School. *Franklin Young Harper, Ozark, Ill.* 57
The Ten Chief American Poets. (Poem.) *Norman C. Schlichter* 61
The Problem of the Review. A Practical Suggestion as to How It Can Be Met. *G. H. Esterbrooks, Colgate University, Hamilton, N. Y.* 62
An Experiment in Oral English in the Third Grade. *Mary E. D. Devereaux, Prince School District, Boston* 66
American Notes—Editorial 74
Book Reviews 79

All Articles are original contributions not available in print elsewhere.

TESTIMONIALS:

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27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

10-12: Minnesota Education Association, Minneapolis. C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

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